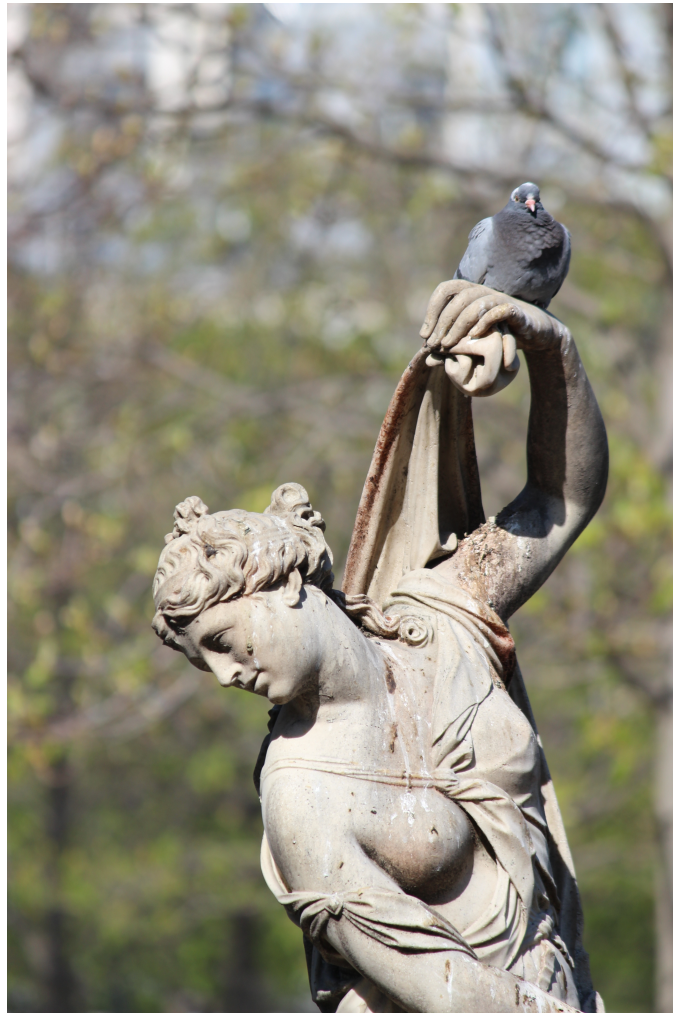


# French III Honors Découverte d'été 2014

Madame Kalfus  
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[khsfrench3.wikispaces.com](http://khsfrench3.wikispaces.com)



## Devoir d'été

*Please turn in the last sheet of this packet to me BEFORE you watch your movie this summer.*

1. Watch a French film this summer and write a report on it.

Due: first day of school.

You can borrow a film from me, rent one (Netflix has a good selection), or go see one at a cinema like the Tivoli or Frontenac (Landmark Theaters).

*(This will be your first grade.)*

2. Write me a postcard.

Due: July 30.

*Madame Kalfus  
4330 Wickerfield Drive  
St. Louis, MO 63128*

*(Even if you don't go anywhere, send me a postcard. We will hang them in the classroom and use them for an activity in the first week of school.)*

3. Have fun. (*Amusez-vous!*)

I encourage you to contact me if you have questions:

[anna.kalfus@kirkwoodschoools.org](mailto:anna.kalfus@kirkwoodschoools.org).

Course site: ***[khsfrench3.wikispaces.com](https://khsfrench3.wikispaces.com)***

date \_\_\_\_\_

nom \_\_\_\_\_

# Compte rendu du film

French III Honors

## PARTIE A

titre\* du film: \_\_\_\_\_

genre: \_\_\_\_\_

tourné\* en quelle année? \_\_\_\_\_ réalisateur/-trice\*: \_\_\_\_\_

acteur principal: \_\_\_\_\_ actrice principale: \_\_\_\_\_

Où se déroule l'action?\* \_\_\_\_\_ Quand? \_\_\_\_\_

Où as-tu trouvé ce film? \_\_\_\_\_

**Dans UNE phrase**, de quoi parle le film?

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Identifiez et décrivez le personnage principal ou les personnages principaux:

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\*titre - title

\*tourné - filmed

\*réalisateur - director

\*Où se déroule l'action? - Where does the film take place?

## PARTIE B

Dans 5 phrases, racontez l'histoire **au présent**. (use connecting words and a variety of vocabulary)

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### PARTIE C

## Réaction personnelle

Combien étoiles?



(Remplis-les, selon ton avis.)

Qui était ton personnage préféré, et pourquoi?

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Avec qui as-tu regardé ce film? (Ou l'as-tu regardé seul(e)?)

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As-tu envie de voir ce film une deuxième fois? Pourquoi ou pourquoi pas?

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Quelle genre de film français veux-tu voir la prochaine fois? Pourquoi?

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## PARTIE E

### Connection culturelle

Identify a cultural aspect of this film that interests you (the location of the film, a character, the background (history) of the film, an actor/actress, the soundtrack, etc.) Research this topic using the internet or books. In a few sentences, write what you learned.

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## PARTIE D

### L'Affiche du film

On a big piece of paper, make a poster for your film that we will hang in the classroom. Include:

- \_\_\_ the title
- \_\_\_ draw/paint/ink an unforgettable scene from the film (or your favorite part).
- \_\_\_ below, write a paragraph that tells what is happening in the scene you chose.

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<b>How well do I use the target language?</b>  Task Completion / Vocabulary/ Communication strategies		minimal detail; lacks vocabulary to complete the task; missing most basic parts of the task	incomplete details; minimal use of new vocabulary; missing several parts of the required task	adequate, but minimal detail; minimal use of new vocabulary; missing some parts of required task	completes task with developed details; good use of new vocabulary; majority of the task is completed	elaborates to complete task; excellent use of new vocabulary; all parts of the task are completed
<b>How sophisticated is my language?</b>  Fluency  Text Type (Words, Phrases, Sentences)		the flow is not cohesive; limited use of words and phrases; may use English	ideas are not presented in a logical manner; struggles to complete thoughts	ideas need to be presented in a more logical manner; completes thoughts using words and phrases	ideas are presented in a somewhat logical manner; completes thoughts using very simple sentences	ideas are presented in a logical manner; connects ideas using sentences
<b>How accurate am I?</b>  Language Control		frequent errors in studied structures; errors interfere with communication	little control; errors occur in studied structures;	inconsistent; partial control of studied structures;	good control of studied structures	full control of studied structures
<b>How well do others understand me?</b>  Pronunciation or Comprehensibility		meaning is not clear. Difficult or impossible to understand even with effort on the part of the listener or reader.	is understood with some effort; must repeat often; reader may need to guess and/or be willing to make extra effort to understand	meaning is clear but may need to repeat or reword; reader may need to reread	is understood with only occasional need for repetition or clarification; reader understands message easily	easily understood by native speakers who often deal with non-native speakers; reader comprehends writer's intent
+	Culture / Cultural Awareness	adds relevant information about the target culture and/or refers to the target cultural appropriately; uses idioms and/or gestures appropriately				
		Evidence				

***The KHS French Department***

***French Films***

Dear Parents,

In an effort to enhance our upper-level students' learning of the French language and culture, we ask our students to watch and critique French films from time to time. This assignment, which is done entirely outside of the classroom, allows the students to choose the subject matter of their preference.

Please be aware that in selecting a film, some foreign films have not received an MPAA rating. Therefore, we wish to bring to your attention that your child needs to select a film appropriate for his or her age and maturity. Films may be borrowed from the library, rented locally or online, seen at theaters, or borrowed from the teacher.

In giving this assignment, it is our goal that the students further their knowledge of French culture and improve their listening skills. We have even found it beneficial for students to watch the films with some classmates. This typically prompts discussion and better understanding of the film and cultural nuances. We invite you, as well, to enjoy an opportunity for foreign film appreciation with your son or daughter.

Sincerely,

Madame Kalfus & Madame Koehler

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*please return the bottom portion of this form to Madame Kalfus*

***The KHS French Department***

***French Films***

I have read the above information about viewing French films as an assignment with my child,

\_\_\_\_\_. I accept the responsibility of approving a film that appears appropriate for my child's age and maturity level.

\_\_\_\_\_  
parent signature

\_\_\_\_\_  
date

\_\_\_\_\_  
parent e-mail